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ABSTRACT

This curriculum guide was prepared as a tool for teaching students the purpose and function of the ACCESS PENNSYLVANIA database in the total concept of information literacy. The database on compact laser disc contains information about the holdings of hundreds of school, public, academic, and special use libraries. The database can be searched at the local level using a microcomputer and two laser disc readers, by title, author, subject, location, type of material, publication date, key word, or a combination of these reference points. Students must learn to analyze their information needs and to evaluate the information source itself. The guide encourages integration of database use into the total curriculum. There are 16 lesson plans, each with the lesson objective, the expected level of student achievement, activities that must be performed by the media specialist and the student, resources needed to teach the lesson, and an evaluation process. The lessons include knowledge of computer hardware and software, as well as how to use the system. Six handouts and a 46-item glossary are included. (SLD)

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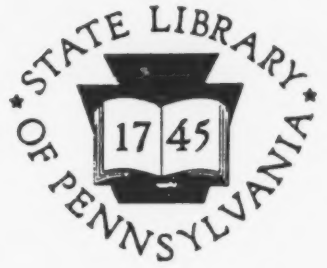

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DEDICATION

This document is dedicated to the memory of Carol Rakos, former librarian of Panther Valley High School, Panther Valley School District, who served on the writing committee. Carol died on October 31, 1990.

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Dear School Librarian,

The Information Age has presented our society with great challenges. Technology has made it possible for information to be stored, organized, and accessed rapidly. Our young people must not only be able to recognize when information is needed, they must also have the ability to locate, evaluate, and use information effectively. This is information literacy.

In order to prepare our students for the society in which they live, information literacy must be integrated into the total school curriculum. Individuals and institutions must take advantage of the opportunities inherent within the information society. In such a manner, students will be prepared for lifelong learning because they will always be able to find the information needed for any task or decision at hand. And the school library media center will be the hub around which information processing skills should flow.

Ultimately, information literate people are those who have learned how to learn. This means that students must develop an understanding of information structures and information technology, allowing them to retrieve what they need from databases that hold vast amounts of information. In order to use information in problem solving and decision making, students must also develop the skills that will allow them to evaluate information critically. These skills correlate closely with an individual's ability to succeed. Achieving information literacy is not the job of any one group. But library media specialists, as information professionals, can and should provide the guidance and expertise students need to become information literate.

The ACCESS PENNSYLVANIA Curriculum Guide has been prepared as a tool for teaching students the purpose and function of the ACCESS PENNSYLVANIA database in the total concept of information literacy. However, it is only one of many tools to build information literacy and critical thinking skills in students. Every school needs a strong school library with a timely collection of print and non-print materials of sufficient quantity to meet the needs of the students and faculty. The ACCESS PENNSYLVANIA database cannot be a substitute for an adequate school library. Nor can it substitute for a certified school librarian who both teaches information literacy and works with other teachers to integrate information literacy across the curriculum.

Sara Parker
Commissioner of Libraries
March, 1991

INTRODUCTION

The ACCESS PENNSYLVANIA database on compact laser disc contains information about the holdings of hundreds of school, public, academic, and special libraries. The database can be searched at the local level using a microcomputer and two laser disc readers. It can be searched by title, author, subject, location, type of material, publication date, any word, or a combination of these reference points. In a matter of a few seconds, students and teachers may identify needed materials among the more than 2.3 million unique items in the database. Then, through an interlibrary loan system, materials may be borrowed from across the commonwealth.

Introduced in 1986, the ACCESS PENNSYLVANIA database is a tool that has significantly helped school library media specialists assist students to become "information literate". It has helped students realize that the Information Age requires them to develop skills that will allow them to identify where materials are located and how to sift through the plethora of resources to recognize those that will fill their information needs.

Students must learn the skills involved in evaluating information properly. First, they must analyze their information need by asking themselves the following questions:

1. What is the central focus of the information I need?

2. Do I have any preconceived ideas or biases on this topic?

3. Do I need general or specialized information?

4. How much information do I need to address the assignment?

Students must also have the skills to move into step two which involves evaluating the source of the information by addressing the following questions:

1. Is it a scholarly, popular, general, or private source?

2. What are the author's qualifications for the topic?

3. When and where was the information published?

4. Does the source show political or cultural biases?

5. Does the source include a bibliography or other forms of documentation?

6. Can the source be accessed efficiently considering cost, time, and ease of use?

Step three requires students to consider the source in terms of:

1. What is the scope of presentation?

2. For what audience was it written?

3. What is the format?

4. Is the information current or historical?

Step four then requires students to evaluate the actual source itself. The following points must be considered:

1. What is the author's purpose?

2. What are the main points or concepts?

3. What facts and opinions are presented?

4. Are various points of view represented?

5. Is it a compilation gathered from other sources?

6. What are the major findings?

7. Are the conclusions justified?

8. Is adequate documentation presented (such as bibliography, footnotes, credits, and quotations)?

It is only after these four steps have been concluded that students can actually begin to use the information to properly address a particular assignment. It is the responsibility of the school librarian to guide and assist students achieve the skills listed above. Then, the school library truly functions as the hub of all learning.

The ACCESS PENNSYLVANIA Curriculum Guide has been prepared by practicing school library media specialists. It was designed to encourage the integration of the ACCESS PENNSYLVANIA compact laser disc database into the total school curriculum. Such an approach will help students learn and master a subject by strengthening their information literacy skills. Additional information about information-management skills can be found in the Pennsylvania Guidelines for School Library Media Programs published in 1987. Information about the integration process can be found in Integrating Information-Management Skills: A Process for Incorporating Library Media Skills Into the Curriculum, 1990.

The ACCESS PENNSYLVANIA Curriculum Guide contains 16 lesson plans, each complete with the lesson objective, the expected level of student achievement, the activities that must be performed by both the school library media specialist and the student, the resources needed to teach the lesson, and an evaluation process. These lessons should serve as models that can be used with any classroom information need and can be easily adapted to address most concerns inherent in building student information literacy skills.

It is important to remember that regardless whether or not a student actually retrieves any of the materials identified in a search, the ACCESS PENNSYLVANIA database can be used in a variety of ways to enhance student achievement. First, it can be a valuable tool to teach students to determine the number of resources needed. School librarians must be very careful that students do not request too many resources simply because they are listed on the database. Secondly, the ACCESS PENNSYLVANIA database can be used to generate bibliographies to fill various classroom assignments, not necessarily always leading to document

retrieval. Thirdly, students can use the information found in the ACCESS PENNSYLVANIA database to recommend items to be added to the local school library collection. In addition, the database can also be used to teach valuable searching skills that are transferable to searches done manually. And last, but not least, it is a valuable tool to demonstrate to students what they can expect as they move into higher education or into the business and industrial world where a great deal of data of all types is housed in similar databases.

School librarians must continue to monitor student interlibrary loan requests very carefully and use the knowledge of what students borrow to strengthen the school library collection. Resource sharing is an important component of the ACCESS PENNSYLVANIA database program and must be applied prudently so that it is used as efficiently and as cost-effectively as possible.

Doris M. Epler

Doris M. Epler, Ed.D.
Director, School Library
Media Services Division

The four step approach was based on Richard Wurman's Information Anxiety, New York, Doubleday, 1989 and the pamphlet Evaluating Information: A Basic Checklist, American Library Association, Chicago, IL, 1990.

SKILL LIST FOR THE ACCESS PENNSYLVANIA DATABASE CURRICULUM GUIDE

Lesson 1: The student will compare and contrast the data on the ACCESS PENNSYLVANIA database to information in a card catalog.

Lesson 2: The student will identify the hardware parts of a computer system necessary to use the ACCESS PENNSYLVANIA database.

Lesson 3: The student will decide the appropriateness of using the ACCESS PENNSYLVANIA database to fill an information need, choose the correct disc set, select a key word, and choose the best mode of searching.

Lesson 4: The student will operate function keys relative to choice of author, title, or subject, transfer skills common to the use of the card catalog to the use of the browse mode in the ACCESS PENNSYLVANIA database, and locate sources specific to assigned topics.

Lesson 5: The student will find a source using author, title, or subject field and be aware of location and anyword fields when using the express mode in the ACCESS PENNSYLVANIA database.

Lesson 6: The student will locate specific materials that are available at the home school library, libraries within the consortium, and libraries across the state.

Lesson 7: The student will identify citations in specific formats such as periodicals, slides, videos, and recordings and use an ISBN number to locate a specific citation.

Lesson 8: The student will use Boolean logic and truncation when using the express mode of the ACCESS PENNSYLVANIA database.

Lesson 9: The student will generate a working bibliography in designated format, utilizing field information from ACCESS PENNSYLVANIA database title display printouts.

Lesson 10: The student will execute the print command to retrieve bibliographic citations in print format.

Lesson 11: The student will identify fields in the ACCESS PENNSYLVANIA database title display, differentiate between consortia, and recognize call number symbols.

Lesson 12: The student will identify the components of the ACCESS PENNSYLVANIA database holdings tags.

Lesson 13: The student will identify the proper protocol for borrowing library materials and demonstrate the technique for choosing the library from which the materials could be borrowed.

Lesson 14: The student will complete and print out an ILL request.

Lesson 15: The student will download an ACCESS PENNSYLVANIA interlibrary loan form, exit the system, and locate the file in the ACCESS PENNSYLVANIA database subdirectory.

Lesson 16: The student will demonstrate the ability to plan ahead for research and demonstrate an understanding of ILL ethics.

LESSON PLAN: NUMBER ONE

LESSON OBJECTIVE: Explain what the ACCESS PENNSYLVANIA database is and compare and contrast it to the card catalog.

EXPECTED LEVEL OF ACHIEVEMENT: Given the ACCESS PENNSYLVANIA compact laser disc database, the student will compare and contrast the data on the disc to information in a card catalog.

ACTIVITIES

Librarian

1. With a card catalog drawer and laser disc in hand, discuss similarities and differences found in these two databases including the following:

    a. size of the database
    b. both are list formats
    c. elements (i.e., author, title, subject)
    d. format (paper vs. computer discs)
    e. speed of search time, location, and retrieval of materials

    search time = time needed to pull up a list of records
    location time = time needed to review the list
    retrieval time = time to get the book from the holding library

2. Explain the purpose of the ACCESS PENNSYLVANIA database, including the following:

    a. a network for sharing resources among libraries
    b. cost efficiency
    c. partnership among libraries (school, public, academic, special)
    d. resources normally not available from other types of libraries now available to students and teachers

3. **OPTIONAL:** List the components of a database and provide an example of each one.

    Use a telephone directory to demonstrate:

    a. files (white pages and yellow pages)
    b. records (name, address, and phone number for each individual)
    c. fields (a name **OR** address **OR** phone number)
    d. character (a single letter or digit)

Student

1. List similarities and differences between the card catalog and the ACCESS PENNSYLVANIA database.

2. Participate in a class discussion on the purpose of the ACCESS PENNSYLVANIA database.

3. **OPTIONAL** Using a musical album as a database, and working in a small group, categorize the components of the album into database elements.

    a. file (side one or two, or part one or two)
    b. records (individual songs)
    c. fields (a measure of music)
    d. character (individual notes)

    Demonstrate the playing of an audio disc and how the user selects certain sections of the disc.

4. Participate in a demonstration of the ACCESS PENNSYLVANIA database.

RESOURCES NEEDED

REFERENCES: Card catalog drawer
Telephone directory

AUDIO VISUAL: Audio disc

ACCESS PENNSYLVANIA compact laser discs

Musical album

EQUIPMENT: Audio disc player

ACCESS PENNSYLVANIA computer system

EVALUATION PROCESS:

1. Librarian evaluation of individual student lists.
2. Librarian evaluation of class participation.
3. Librarian evaluation of group produced list.
4. Librarian evaluation of class participation in demonstrations.

LESSON PLAN: NUMBER TWO

LESSON OBJECTIVE: To identify the ACCESS PENNSYLVANIA database hardware.

EXPECTED LEVEL OF ACHIEVEMENT: Given an ACCESS PENNSYLVANIA computer system, the student will identify the hardware parts necessary to use the database.

ACTIVITIES

Librarian

1. Distribute handout 2:1 "Computer Hardware".
2. Using an overhead transparency of handout 2:1, label the parts of the system.
3. Distribute handouts 2:2 "Keyboard" and 2:3 "Function Keys".
4. Orally indicate specific keys from transparency 2:2, ACCESS PENNSYLVANIA database system.

Student (if deemed necessary)

1. Label the parts of the system on handout 2:1.
2. Read Handout 2:3 "Function Keys" and using Handout 2:1 "Keyboard" identify specific keys and functions as directed by the librarian.

RESOURCES NEEDED

HANDOUTS: Handout 2:1 "Computer Hardware"
Handout 2:2 "Keyboard"
Handout 2:3 "Function Keys"

AUDIO VISUAL: Transparency of handouts 2:1 and 2:2

EQUIPMENT: Overhead projector and screen or Liquid Crystal Display (LCD) panel for group presentations

ACCESS PENNSYLVANIA computer system

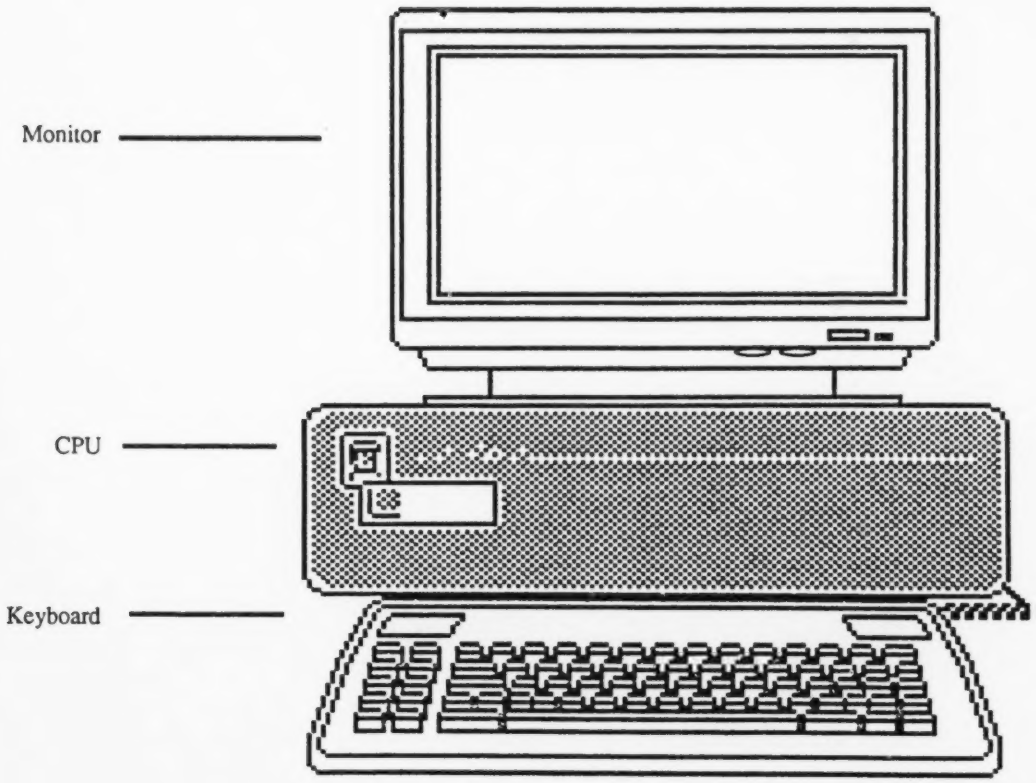
EVALUATION
PROCESS:

1. Librarian evaluation of completed handout 2:1.

2. Librarian monitoring of student responses to Handout 2:2.

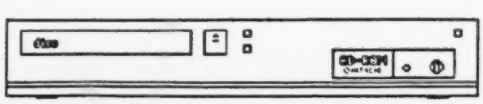
HANDOUT 2:1 "COMPUTER HARDWARE"

The standard Le Pac unit, pictured below, consists of a monochrome monitor, a CPU with an internal compact disc drive, a floppy disk drive, and a keyboard.



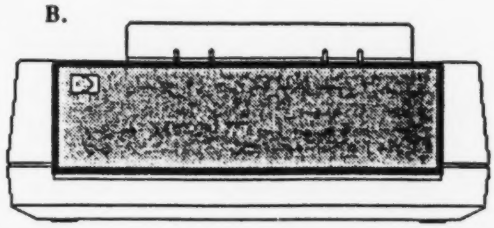
The optional peripherals, pictured below, are an external compact disc drive (A), and a parallel printer (B).

A.



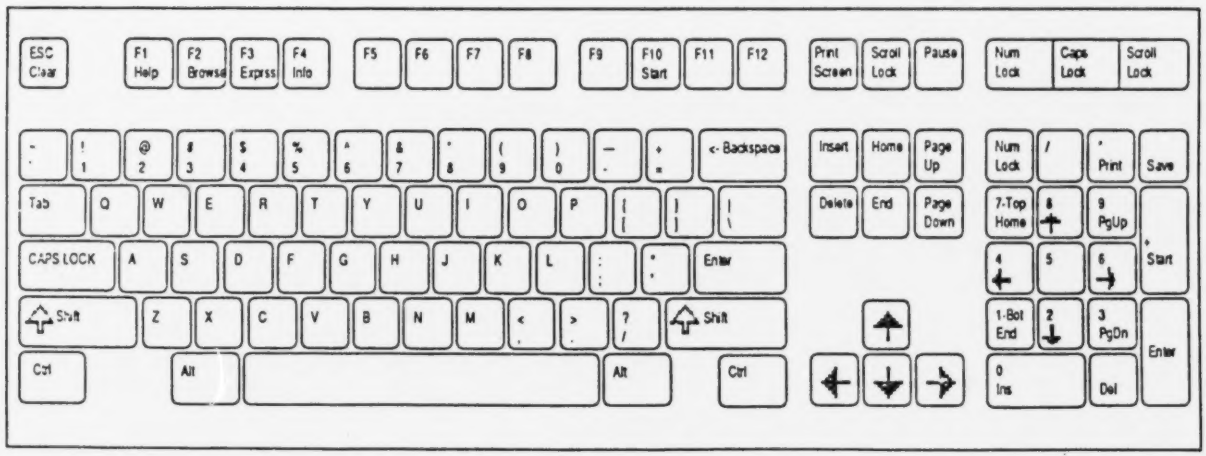
(Styles may vary)

B.

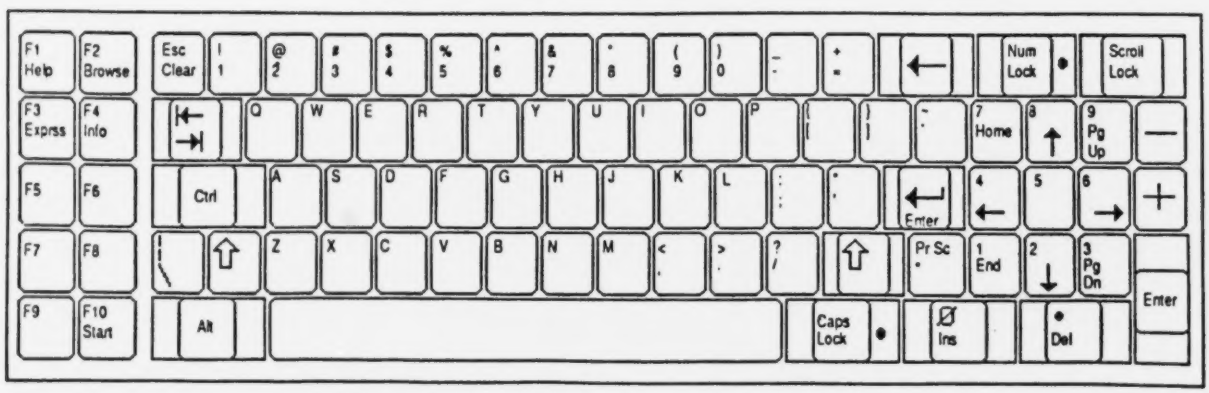


ASSIGNMENT 2:2 "KEYBOARD"

Enhanced:



XT:



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HANDOUT SHEET 2:3

FUNCTION KEYS

Tab: Moves cursor forward from field to field.

Backtab: Moves cursor backward from field to field.

Enter: Begins search.

Backspace: Moves cursor backwards on the line.

Shift: Use with Tab for Backtab function or to type some special characters.

Space Bar: Interrupts the search and enters spaces.

Browse (F2): Begins browse access.

Express (F3): Begins express access.

Help (F1): Retrieves help windows.

Info (F4): Gives local library and community information.

F4 (with ALT): Prints list or display.

F8: Returns to previous screen.

F9: Recalls the previous search on the Express Access search screen.

Start (F10): Returns to beginning screen.

Alt: Used in conjunction with other keys to perform special operations.

End: Moves to the bottom of text.

Home: Moves to top of text.

Del: Deletes characters.

Pg Up: Moves up through text one screen.

Pg Dn: Moves down through text one screen.

Left/right arrow keys: Moves cursor left or right.

Up/down arrow keys: Moves cursor up or down.

Clear (Esc): Returns to the search screen or main help menu. Also clears the input line.

Print Screen (Pr Sc): Prints full screen including borders.

LESSON PLAN:NUMBER THREE

LESSON OBJECTIVE: Make the appropriate decisions preliminary to conducting a search on the ACCESS PENNSYLVANIA database.

EXPECTED LEVEL OF ACHIEVEMENT: Given an information need, the student will decide the appropriateness of using the ACCESS PENNSYLVANIA database to fill the need, choose the correct disc, select a key word, and choose the best mode of searching.

ACTIVITIES

Librarian

1. List key words and alternative selections which would be found in the ACCESS PENNSYLVANIA database.
2. Distribute copies of handout sheet 3:1, "Comparisons".
3. Compare and contrast the benefits of using a periodical database versus the ACCESS PENNSYLVANIA database.
4. Explain the separation of dates on the ACCESS PENNSYLVANIA database.
5. Demonstrate the browse and express mode of searching.
6. Distribute copies of the assignment sheet "You Make the Decision" 3:2.

Student

1. Read handout sheet 3:1 "Comparisons".
2. Complete the assignment sheet "You Make the Decision" 3:2.

RESOURCES NEEDED

HANDOUTS:	Handout 3:1 "Comparisons" Assignment sheet 3:2 "You Make the Decision"
EQUIPMENT:	ACCESS PENNSYLVANIA database system and software
EVALUATION PROCESS:	Librarian evaluation of completed assignment sheet 3:2.

HANDOUT 3:1 COMPARISONS

SECTION I	If you are looking for information on:	Look in:	
	Cars	Automobiles	Capital Punishment
	Planes	Airplanes	Mystery and Detective Stories
	Stars	Astronomy	Dogs-Fiction
	Death Penalty		
	Mysteries		
	Dog Stories		

SECTION II

Periodical Databases	OR	ACCESS PENNSYLVANIA Database
- Most recent		- Lists titles of books and other media
- Usually lists only the articles in periodicals with no books or other media listed		

SECTION III

Blue Discs	Pink Discs
All items listed were published before *1972.	All items listed were published in *1972 or later.

*NOTE: this date is subject to change.

SECTION IV

BROWSE	Express
Can be searched by Author, or Subject, or title of the entire database.	Can be searched by any combination of author, title, and subject. "ANYWORD" allows further narrowing (example: media, language). "LOCATION" allows narrowing by the library where located.

ASSIGNMENT 3:2 YOU MAKE THE DECISION!

	KEY WORD(S)	DATABASE (ACCESS PA OR PERIODICAL)	DATE (PRIOR TO 1972 OR 1972 AND LATER)		MODE (BROWSE OR EXPRESS)	
	LIST KEY WORD(S)	CHECK ONE	CHECK ONE		CHECK ONE	
1. Any book needed about acid rain		ACCESS PA	PRIOR 1972	1972/LATER	BROWSE	EXPRESS
		PERIODICAL				
2. Recent articles are needed on the destruction of the rain forest		ACCESS PA	PRIOR 1972	1972/LATER	BROWSE	EXPRESS
		PERIODICAL				
3. Films are needed on the Constitution		ACCESS PA	PRIOR 1972	1972/LATER	BROWSE	EXPRESS
		PERIODICAL				
4. A book is needed on Robert Frost which can be obtained from a local library		ACCESS PA	PRIOR 1972	1972/LATER	BROWSE	EXPRESS
		PERIODICAL				
5. A book in French is needed on France		ACCESS PA	PRIOR 1972	1972/LATER	BROWSE	EXPRESS
		PERIODICAL				

LESSON PLAN: NUMBER FOUR

LESSON OBJECTIVE: Identify the components of the browse method of searching the ACCESS PENNSYLVANIA database and explain the process of using the browse mode to locate materials.

EXPECTED LEVEL OF ACHIEVEMENT: Given an ACCESS PENNSYLVANIA system, the student will:

(1) operate function keys relative to choice of author, title, or subject.

(2) transfer skills common to the use of the card catalog to the use of the browse mode in the ACCESS PENNSYLVANIA database.

(3) locate sources specific to assigned topics.

ACTIVITIES

Librarian

1. Explain commonalities found when using the card catalog and the ACCESS PENNSYLVANIA database in the browse mode.

2. Introduce and demonstrate the steps involved in the browse mode (LePac Reference Manual, p.33).

   (In activity 2, the librarian will have the choice of demonstrating first author, then title and subject in different lessons if appropriate)

3. Assign students searches to conduct in the browse mode.

Student

1. Participate in the review of the use of the card catalog.

2. Observe a teacher directed demonstration of the ACCESS PENNSYLVANIA database.

3. Conduct a search in the browse mode.

RESOURCES NEEDED

REFERENCES: LePac Reference Manual or also referred to as the Brodart Manual, page 33

EQUIPMENT: Overhead projector and screen or an LCD panel for group presentations

ACCESS PENNSYLVANIA database system and software

EVALUATION PROCESS: Librarian evaluation of class participation and discussion.

Librarian evaluation of student searches conducted in the browse mode.

LESSON PLAN: NUMBER FIVE

LESSON OBJECTIVE: Identify and explain author, title, and subject fields when using the express mode of the ACCESS PENNSYLVANIA database.

EXPECTED LEVEL OF ACHIEVEMENT: Given an ACCESS PENNSYLVANIA database system, the student will:

(1) find a source using author, title, or subject field.

(2) use location and anyword fields.

ACTIVITIES

Librarian

1. Prepare individual searches using author, title, and subject fields.
2. Review and demonstrate the steps involved in the express mode of the ACCESS PENNSYLVANIA database (LePac Reference Manual, p. 53).
3. Identify the location and significance of the status box during prepared search.
4. Review the significance of the number of titles available during a subject search. i.e. too many titles, broad; too few titles, narrow topic.
5. Review recall key (F9) at conclusion of the author, title, subject demonstration search.

Student

1. Observe a teacher-directed demonstration.
2. Observe the change of status box as the search progresses.
3. Conduct sample searches to locate specific topics and sources.
4. Use recall key to review previous search.

RESOURCES NEEDED

REFERENCES: LePac Reference Manual

EQUIPMENT: ACCESS PENNSYLVANIA database system and software

Overhead projector and screen or an LCD panel for group presentations

EVALUATION PROCESS: Librarian evaluation of class participation.

Librarian evaluation of student-conducted searches using the express mode.

LESSON PLAN: NUMBER SIX

LESSON OBJECTIVE: Identify and explain the use and benefits of location code when using the express mode of the ACCESS PENNSYLVANIA database.

EXPECTED LEVEL OF ACHIEVEMENT: Given an ACCESS PENNSYLVANIA database system, the student will locate specific materials that are available at the home school library, libraries within the local consortium, and libraries across the state.

ACTIVITIES

Librarian

1. Make copies of Handout 6:1 "Consortium Location Map" (refer to ACCESS PENNSYLVANIA Directory in case updates have been made).
2. Create a transparency of 6:1.
3. Identify location code field and key (F4) for code listing.
4. Demonstrate a search using location codes while emphasizing the number of citations available at each level.
5. Assign students searches to find materials available at specific locations.

Student

1. Observe numbers of citations using various location codes.
2. Conduct a sample search for materials available at specific locations.

RESOURCES NEEDED

HANDOUTS:	Handout 6:1, "Consortium Location Map"
REFERENCES:	ACCESS PENNSYLVANIA database directory
AUDIO VISUAL:	Transparency of the ACCESS PENNSYLVANIA map of consortia found in the directory
EQUIPMENT:	Overhead projector and screen or an LCD panel for group presentations
	ACCESS PENNSYLVANIA database system and software
EVALUATION PROCESS:	Librarian evaluation of student search results.

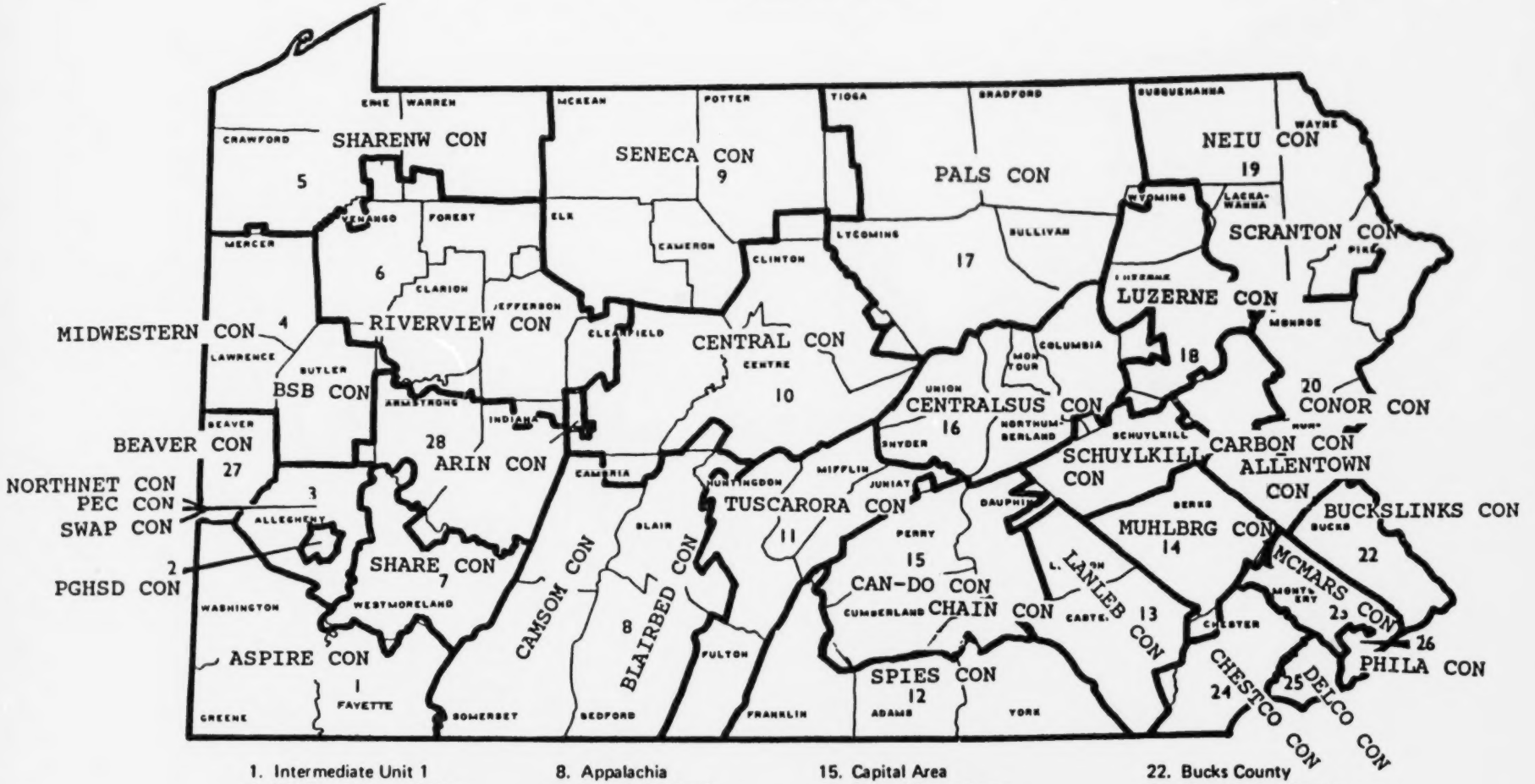
HANDOUT 6:1

ACCESS PENNSYLVANIA CONSORTIUM LOCATIONS

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

INTERMEDIATE UNITS



1. Intermediate Unit 1
2. Pittsburgh-Mount Oliver
3. Allegheny
4. Midwestern
5. Northwest Tri-County
6. Clarion Manor
7. Westmoreland
8. Appalachia
9. Seneca Highlands
10. Central
11. Tuscarora
12. Lincoln
13. Lancaster-Lebanon
14. Berks County
15. Capital Area
16. Central Susquehanna
17. BLast
18. Luzerne
19. Northeastern Educational
20. Colonial Northampton
21. Carbon-Lehigh
22. Bucks County
23. Montgomery County
24. Chester County
25. Delaware County
26. Philadelphia
27. Beaver Valley
28. Arin
29. Schuylkill

LESSON PLAN: NUMBER SEVEN

LESSON OBJECTIVE: Identify and demonstrate the use of the anyword field when using the express mode in the ACCESS PENNSYLVANIA database.

EXPECTED LEVEL OF ACHIEVEMENT: Given an ACCESS PENNSYLVANIA database system, the student will:

(1) identify citations in specific formats such as periodicals, slides, videos, and recordings.

(2) use an ISBN number to locate a specific citation.

ACTIVITIES

Librarian

1. Prepare sample searches to illustrate the various formats, indexes, and the ISBN number in the anyword field.
2. Demonstrate the use of the anyword field.

Student

1. Observe teacher demonstration of the anyword field.
2. Conduct assigned searches using the anyword field.

RESOURCES NEEDED

EQUIPMENT: ACCESS PENNSYLVANIA database system and software

Overhead projector and screen or an LCD panel for large group presentations

EVALUATION PROCESS: Librarian evaluation of student search results.

LESSON PLAN: NUMBER EIGHT

LESSON OBJECTIVE: Use Boolean logic and truncation when searching the ACCESS PENNSYLVANIA database in the express mode.

EXPECTED LEVEL OF ACHIEVEMENT: Given an ACCESS PENNSYLVANIA database system, the student will use Boolean logic and truncation when using the express mode.

ACTIVITIES

Librarian

1. Prepare copies of Handout 8:1 "Boolean (Logical) Operators."
2. Prepare sample searches using combined express mode techniques which require students to find resources with input of limited or incomplete data using Boolean logic and truncation.
3. Define logical operators and truncation (And, Or, Not, Asterisk, embedded wild card, and exact expression)
4. Illustrate the function of the logical operators and truncation.

Student

1. Observe teacher directed Boolean and truncation searches.
2. Find resources with input of limited or incomplete data using Boolean logic and truncation.

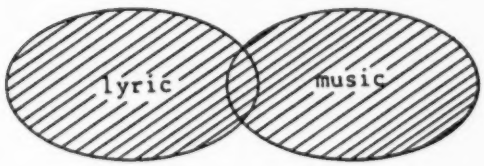
RESOURCES NEEDED

REFERENCES:	LePac Reference Manual, pages 62-82
HANDOUTS:	Handout 8:1 "Boolean (Logical) Operators"
EQUIPMENT:	Overhead projector, screen, and a monitor or LCD for large group presentations ACCESS PENNSYLVANIA database system and software
EVALUATION PROCESS:	Librarian will evaluate student search results.

HANDOUT 8:1 BOOLEAN (LOGICAL) OPERATORS

The logical operators are used to indicate the presence or absence of particular terms within a group of documents. They are called Boolean operators from the Boolean logic developed by the 19th century English mathematician George Boole. They are often portrayed by the use of Venn diagrams, named after the English logician John Venn.

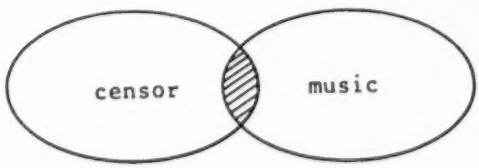
1. The shaded areas indicate lyric or music.



OR Operator

Used to group synonymous terms when at least one must be present.

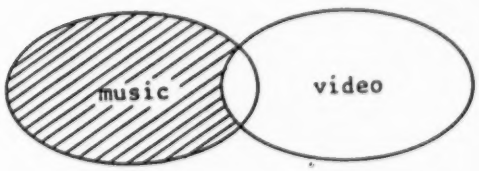
2. The shaded areas indicate censor and music



AND Operator

Used to connect concepts or terms when both or all must be present.

3. The shaded areas indicate music but not video.



NOT Operator

Used to eliminate records containing the specific term.

LESSON PLAN: NUMBER NINE

LESSON OBJECTIVE: Produce a working bibliography from an ACCESS PENNSYLVANIA database title display printout.

EXPECTED LEVEL OF ACHIEVEMENT: Given pre-selected printouts and a sample working bibliography, the student will generate a working bibliography in designated format, utilizing field information from title display printouts.

ACTIVITIES

Librarian

1. Prepare pre-selected printouts.
2. Review ACCESS PENNSYLVANIA printout procedures.
3. Using a transparency on bibliographic format, discuss the accepted format.
4. Provide an illustration of a completed working bibliography.

Student

1. Participate in a class discussion of printout techniques.
2. Identify parts of bibliographic format from transparency.
3. Create three (3) bibliographic cards from pre-selected printouts.

RESOURCES NEEDED

HANDOUTS:	Pre-selected printouts Completed working bibliography
AUDIO VISUAL:	Transparency of bibliographic format
EQUIPMENT:	Overhead projector and screen or an LCD panel for group presentations
EVALUATION PROCESS:	Librarian evaluation of class participation. Librarian evaluation of completed bibliographic cards.

LESSON PLAN: NUMBER TEN

LESSON OBJECTIVE: Select appropriate citations from the express or browse mode and print the title selection.

EXPECTED LEVEL OF ACHIEVEMENT: Given an ACCESS PENNSYLVANIA database system, the student will execute the print command to retrieve bibliographic citations in print form.

ACTIVITIES

Librarian

1. Prepare a transparency and/or worksheet of the keyboard highlighting the ALT and F7 keys.
2. Prepare copies of a sample printout.
3. Demonstrate how to select a title from the display screen and print it out.

Student

1. Select a bibliographic citation from the display screen and print it out.

RESOURCES NEEDED

HANDOUTS:	Worksheets of keyboard (**OPTIONAL**) Sample printouts
AUDIO VISUAL:	Transparency of the keyboard highlighting the ALT and F7 keys.
EQUIPMENT:	ACCESS PENNSYLVANIA database system and software Overhead projector and screen or an LCD panel for large group presentations
EVALUATION PROCESS:	Librarian evaluation of student printouts.

LESSON PLAN: NUMBER ELEVEN

LESSON OBJECTIVE: Analyze printed title display to extract information for a bibliography.

EXPECTED LEVEL OF ACHIEVEMENT: Given a sample of the school's accepted bibliographic format and a map of the ACCESS PENNSYLVANIA database consortia, the student will:

(1) identify fields in the ACCESS PENNSYLVANIA database title display.

(2) differentiate between consortia.

(3) recognize call number symbols.

ACTIVITIES

Librarian

1. Create a transparency and worksheet of the title display.
2. Identify fields, specifying those necessary for bibliography.
3. Using the transparency on bibliographic format created for Lesson Nine, review accepted format.
4. Using the transparency created in Lesson Six, discuss consortia locations emphasizing the cooperation aspect.
5. Distribute worksheets with questions about the standard bibliographic format for the school.

Student

1. Discuss fields in the citation used in the transparency.
2. Identify specific fields, author, title, source, date, and call number.
3. Participate in a discussion on map of consortia.
4. Complete bibliographic worksheet.

RESOURCES NEEDED

HANDOUTS: Worksheets on local bibliographic format
Handout on title display

AUDIO VISUAL: Transparency on bibliographic format
Transparency on title display
Transparency of consortia map

EQUIPMENT:	Overhead projector and screen or an LCD panel for large group presentations
EVALUATION PROCESS:	Librarian evaluation of completed worksheet.

LESSON PLAN: NUMBER TWELVE

LESSON OBJECTIVE: Identify the holding components of the bibliographic information selected for printing.

EXPECTED LEVEL OF ACHIEVEMENT: Given sample ACCESS PENNSYLVANIA database printouts, the student will identify the components of the holdings tags.

ACTIVITIES

Librarian

1. Prepare sample printouts of bibliographic information.

2. Review components:

   (a) type of library (HS, MS, ES, PL, AC, SP, IMS)
   (b) consortium
   (c) call number information

Student

1. Using printouts, identify the components of bibliographic information.

RESOURCES NEEDED

HANDOUTS: Sample ACCESS PENNSYLVANIA database printouts

EVALUATION PROCESS: Librarian evaluation of the examples completed by the student.

LESSON PLAN: NUMBER THIRTEEN

LESSON OBJECTIVE: Demonstrate the process of sequential selection within the proper hierarchy of interlibrary loan.

EXPECTED LEVEL OF ACHIEVEMENT: Given ACCESS PENNSYLVANIA database printouts, the student will identify the proper protocol for borrowing library materials and demonstrate the technique for choosing the library from which the materials could be borrowed.

ACTIVITIES

Librarian

1. Prepare copies of the location codes found in the LePac Reference Manual.

2. Prepare ACCESS PENNSYLVANIA database printouts or have the students use a printout from a previous lesson.

3. Review interlibrary loan (ILL) protocol hierarchy.

   (a) local library - library code
   (b) district - district code
   (c) consortium - consortium code
   (d) Intermediate Unit - IU code (IMS materials)

4. Review ILL protocol for the type of library.

   (a) schools borrow from schools
   (b) public library - within geographical area
   (c) academic library - within geographical area
   (d) across the state

5. Demonstrate the technique of using the computer's space bar and arrow keys to highlight library selections.

6. Point out the window to notify the user that the library owns the particular title.

Student

1. Using printouts, identify the proper protocol for borrowing library materials.

2. Using printouts, demonstrate the technique of library selection.

RESOURCES NEEDED

HANDOUTS:	Handout 6:1 "Consortium Location Map" Printouts of bibliographic information Handouts of location codes
EQUIPMENT:	ACCESS PENNSYLVANIA database system and software
EVALUATION PROCESS:	Librarian evaluation of examples completed by student.

LESSON PLAN: NUMBER FOURTEEN

LESSON OBJECTIVE: Complete an ACCESS PENNSYLVANIA database interlibrary loan (ILL) form.

EXPECTED LEVEL OF ACHIEVEMENT: Given an ACCESS PENNSYLVANIA database system, the student will complete and print an ILL request.

ACTIVITIES

Librarian

1. Prepare copies of Handout 14:1 "Interlibrary Loan Form".

2. Discuss the benefits and purpose of ILL.

3. Display an ILL form on the computer screen and identify the required fields.

   (a) needed by date
   (b) maximum cost
   (c) author
   (d) book/article/title
   (e) publisher/journal/date of publication
   (f) addresses

4. Give students an assignment to complete an ILL form. (This can be done by sending the students to the computer in small groups or giving them hard copy printouts of the ILL form to be filled in by hand. The preferred method is to have each student fill in an individual ILL request on the microcomputer.)

Student

1. Participate in a discussion regarding ACCESS PENNSYLVANIA database interlibrary loan protocols.

2. Complete an interlibrary loan form.

RESOURCES NEEDED

REFERENCES: Pennsylvania Interlibrary Loan Code, Sections 2.2, 2.3, and 3.1

HANDOUTS: Handout 14:1 "Interlibrary Loan Form"

EQUIPMENT: ACCESS PENNSYLVANIA database system and software

EVALUATION PROCESS: Librarian evaluation of student completed ILL forms.

HANDOUT 14:1

INTERLIBRARY LOAN FORM

```
Le Pac (R)
 Recent set
 (Pink '90)      ACCESS PENNSYLVANIA INTERLIBRARY LOAN REQUEST      Date:01/17/91

File Name:Cochrant                Needed by:02/14/ 9 Maximum Cost: $1free
Author (last, first):Schneider, Stephen Henry.                  Ban:00995452
Bk/Art. Title:Global warming:    are we entering the greenhouse century? /
Publisher/Journal/DoPub:San Francisco, CA:    Sierra Club Books,    1989.
Volume:       Issue:                pp:                          CCG   CC1
Addtl. Info:                                                    Ship via:U.S. MAIL
Library Code                      Call Number                    Consortium Code
 Cochranton HS          363.7  S                                SHARENW CON
 Emmaus HS              551.6  Sch                              CARBON CON
 Kennett HS             363.7  S                                CHESTCO CON
--------Borrowing Library Record-------**********TO BE COMPLETED BY LENDER******
Date received:      Date returned:      *Charges:              Insured for $
Returned via:       Insured for $       *Date Sent:            Date Due:
Renewal Requested on:                   *Restrictions:         Renewal Date:
-------------------------------------------------------------------------------

   Attn:ILL LIBRARIAN                   *   Attn:
Library:PDE RESOURCE CENTER             *Library:
Address:333 MARKET STREET               *Address:
        HARRISBURG, PA 17126-0333       *
                                        *
                                        *
```

LESSON PLAN: NUMBER FIFTEEN

LESSON OBJECTIVE: Demonstrate the proper procedure to download an ACCESS PENNSYLVANIA database interlibrary loan form, exit the ACCESS PENNSYLVANIA database, and read the file in the ACCESS subdirectory on the microcomputer.

EXPECTED LEVEL OF ACHIEVEMENT: Given an ACCESS PENNSYLVANIA database system, the student will:

(1) download an ACCESS PENNSYLVANIA interlibrary loan form.

(2) exit the ACCESS PENNSYLVANIA system.

(3) locate the file in the ACCESS directory.

ACTIVITIES

Librarian

1. Explain that an alternative to printing the ACCESS PENNSYLVANIA interlibrary loan form is to download it into an electronic file for use with telecommunications software in order to send the request via electronic mail using a modem.

2. Define the terms download, telecommunications, electronic mail, and modem.

3. Using an LCD or large monitor, demonstrate the following:

   (a) download procedure using the ALT - F9 keys.

   (b) procedure to exit the ACCESS PENNSYLVANIA database using the F-10, ALT-X keys.

   (c) procedure to change to the ACCESS PENNSYLVANIA database directory using the cd \ACCESS command.

   (d) procedure to read the ACCESS PENNSYLVANIA database directory using the dir or dir\w command.

   (e) procedure to identify the downloaded file as it appears in the ACCESS PENNSYLVANIA database directory (filename.ext).

Student

1. Participate in a discussion on the two ways an ACCESS PENNSYLVANIA interlibrary loan form may be used and the associated terms.

2. In groups, take turn completing an ACCESS PENNSYLVANIA database interlibrary loan form download, exit the program, go into the ACCESS PENNSYLVANIA database directory, and locate the file.

RESOURCES NEEDED

EQUIPMENT: ACCESS PENNSYLVANIA database system and software

Overhead projector and screen or an LCD panel for large group presentations

EVALUATION PROCESS: Librarian observation of class discussion and computer activity.

LESSON PLAN: NUMBER SIXTEEN

LESSON OBJECTIVE: Demonstrate realistic expectations in research planning and ethical behavior when using materials borrowed through the ACCESS PENNSYLVANIA database project.

EXPECTED LEVEL OF ACHIEVEMENT: Given an opportunity to complete a curriculum on the ACCESS PENNSYLVANIA database, the student will:

(1) demonstrate the ability to plan ahead for research.

(2) demonstrate an understanding of ILL ethics.

ACTIVITIES

Librarian

1. Prepare sample of interlibrary loan forms that were incorrectly prepared.

2. Generate a student discussion on the need for realistic planning in order to use the "needed by" field on the ACCESS PENNSYLVANIA ILL form properly. Include items such as vacations, library staffing, delivery systems, unavailability of materials, reserve, in circulation, and meeting the needs of the library's own patrons.

3. Generate a student discussion on the development of alternate research strategies such as other subject headings or titles, or the use of other research methods such as LIN-TEL.

4. Discuss the importance of respect, care, and responsibility for property borrowed from another by relating it to the students' environment such as how they feel when they loan items like compact laser discs, leather jackets, or baseball cards to others and they are not returned or are returned in bad condition.

5. Review local library rules and procedures.

6. Have the students develop a set of guidelines for ILL that encourage research planning and care of borrowed materials.

7. After students have developed their list, prepare a typed copy for each class member.

Student

1. List the advantages of advanced planning to ensure successful research.

2. Identify alternative research strategies.

3. Participate in a class discussion about the ethics involved when borrowing materials from other libraries.

4. Participate in a class activity to develop a set of guidelines that the class will follow when using ILL.

RESOURCES NEEDED

REFERENCES: Pennsylvania Interlibrary Loan Code Book

HANDOUTS: Samples of incorrect or unrealistic ILL forms
Student developed ILL guidelines

EVALUATION PROCESS: Librarian evaluation of class participation.
Librarian evaluation of guidelines developed.
Librarian observation of student ethical behavior.

GLOSSARY

ACCESS POINT: any data the library chooses to index.

ANYWORD: a search field that will look for the word in any field indexed in the database.

BIBLIOGRAPHIC CITATION: information that identifies the printed copy of a document which includes author, title, date, pages, and name of publication.

BOOLEAN: commands used to show relationships between two or more search terms (AND, OR, and NOT).

BOOT (LOAD): transferring the operating system and application software to the memory of the computer.

BROWSE ACCESS: accessing the database alphabetically by author, title, or subject.

CADDY: device the compact disc is placed in when using a half-height internal CD drive. The caddy and the disc are inserted into the CD drive.

CALL NUMBERS: a systematic alpha/numeric code applied to a library resource to identify shelf location.

CD DRIVE: compact disc drive (can be internal or external).

CD-ROM: compact disc - read only memory. An electronic storage device which can hold up to 550 megabytes of information and is read via a laser beam.

COMMAND: an instruction to the computer to perform a particular tasks.

CONSORTIUM/CONSORTIA: a group of two or more libraries in a particular geographic region that usually have common interlibrary loan delivery and communication systems.

CPU: Central Processing Unit. Component of the unit that houses interface cards, disk drives, and processing chips.

DATABASE (or FILE): a collection of information stored in machine-readable form and accessible by a microcomputer.

DOWNLOAD: to transfer information from a microcomputer to an outside storage device.

ELECTRONIC MAIL: a computer-based mail system that allows messages to be sent electronically to other users of that system.

ETHICS: conforming to accepted professional standards of conduct.

EXPRESS MODE: accessing the database through keyword and Boolean search logic.

FIELD: a defined portion of a record; for example, title, author, publication date.

FLOPPY DISKETTE: the black 5 1/4 or 3 1/2 inch computer storage medium containing the programs that access the data on the ACCESS PENNSYLVANIA discs.

HARDWARE: the metallic or "hard" components of a microcomputer system (equipment).

HIERARCHY: a ranked order.

HOLDINGS TAG: the information attached to a machine readable record that identifies the library retaining the item and the call number of that item.

INDEX: any data the library chooses to be searchable. Also called access point.

INTERLIBRARY LOAN (ILL): a transaction in which library material or a copy of the material, is made available by one library to another upon request.

JEWEL BOX: the plastic container that the compact laser disc comes in.

KEYBOARD: a typewriter-like console used to transmit information into a microcomputer.

LCD (Liquid Crystal Display panel): a device used to project a computer image onto a screen.

LIGHT BAR: the highlighted line that shows the position of the cursor in a list.

LOCATION SEARCHING: logic that limits the search to the holdings of a specific library or group of libraries.

MICROCOMPUTER: a complete system, consisting of hardware and software, whose main processing blocks are made of semiconductor integrated circuits.

MONITOR: a cathode ray tube (CRT) which displays computer output.

PERIPHERAL: additional computer equipment such as printers, laser drives, and additional hard drives.

PRINTOUT: a printed paper copy of computer output.

PROTOCOL: a set of conventions.

RECORD (or citation): a group of fields which comprise a complete entry.

SCROLL: to move up and down the screen.

SEARCH: the act of requesting the computer to respond to a specific information request.

SEARCH STRATEGY: a plan of action for accessing the information in a database and retrieving the desired items.

SEARCH TERM (or KEYWORD): a word or term used to describe the subject or concepts of a search.

SOFTWARE: the set of programs, procedures, and routines used in a computer system.

STATUS BOX: the window on the Express Access Search Screen that shows the percentage of the database searched while the search progresses.

THESAURUS: a list of controlled vocabulary terms or descriptions usually cross-referenced and often showing relationships among terms.

TITLE DISPLAY: the final bibliographic display of a record.

TRUNCATION: a search feature which enables retrieval of keywords beginning or ending with the same letters.

WORKING BIBLIOGRAPHY: a list of resource materials used to prepare a document.